Early Childhood's Independence: The Influence of Daily Routine Activity Videos in Kindergartens

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Abstract— **The research aims to find about the influence of Daily Routine Activity Videos in kindergartens on early childhood's independence. It employed a quasi-experimental method with the pretest-posttest control group design. Results were assessed by carrying out a study into two groups, experiment and control groups. The experimental group, which got the treatment by using Daily Routine Activity Video and the control group which did not got the treatment or with a classical instruction. The research participants were 26 children (4-5 years old). The research was conducted in Purwakarta, Indonesia. The results show that: (1) The use of Daily Routine Videos in kindergartens had an influence on early childhood's independence; (2) There was a difference in the independence of early childhood treated with the Daily Routine Activity Videos and those with a conventional instruction. Hence, the independence of early childhood treated with Daily Routine Activity Videos was better than the children taught with a conventional instruction.**

Keywords: daily routine videos independence, kindergarten

I. INTRODUCTION

Early childhood education plays an important role as one of the institutions that serve to optimize children's development, such as their religious and moral, cognitive, socio-emotional, cognitive, physical-motor, and creative developments. At early childhood, it is vital to stimulate all aspects of children's development properly, including their independence. Independence is one of the embodiments of children's social and emotional development. It is instrumental because it is related to other dimensions of development, such as the motivation to achieve. However, in reality many children still do not reveal independence although they already attend kindergarten.

According to Erikson, early childhood is the period of shaping independence (Jeannette, 1991). A child's independence is shown when s/he does an activity and solves problems without any trouble or without asking for others' help (Hiram, 2009). Solving problems here can be exemplified by how children do an activity or a daily task by themselves or with a little guidance, in accordance with their developmental stage and capacity.

Independence is commonly marked by the ability to regulate behaviors, creativity and initiatives, responsibility, the ability to self-refrain, self-decision-making, and solving

problems without others' assistance. Independent children are commonly able to solve the problems that they encounter. Their independence materializes when they think for themselves in making some decisions, such as choosing outfits, choosing friends, up to more relatively complex decisions that bear certain more serious consequences. Thus, independent children will be able to adjust themselves and adapt to the demand of the times and develop themselves optimally. On the other hand, when children grow up but still rely on others to meet their needs, they will have difficulties to get accepted by the society and can even endanger themselves (von Tetzchner, 2018).

Independence is linked to accomplishment and motivation to achieve. The great accomplishment for kindergarten children is when they are less dependent on adults' assistance and support emotionally. Moreover, children with stronger independence tend to have a high IQ during the pre-school years (von von Tetzchner, 2018). Johnson and Medinnus (1974) explain the dimensions of pre-school children's dependence and independence.

The dimensions representing independence are self-regulation, problem-solving, endurance in face of problems, and initiative (von Tetzchner, 2018), which are elaborated below:

a. Problem solving is when children learn how to face and to solve simple problems. Children are also expected to begin accepting responsibility and learning to obey the prevailing rules in their surroundings.
b. Endurance in facing problems can be found in such instances as willingly doing an assigned task, being patient in waiting for their turn, willingly yielding in an argument or a fight, and being able to be separated from their parents or caretakers.
c. Initiative is the knowledge, feeling, and self-confidence of the ability to do something.

The success of early childhood in achieving their independence is inseparable from the role of parents at home and teachers in school. In schools, early childhood's independence can be stimulated in teaching and learning, and teachers play an important role in helping children to be independent. The learning outcomes are expected from implementing certain methods and media in the teaching and learning include children's independence achievement.

Learning media are the resources to convey educational messages aimed to get children as close as possible to the real-life situations (Sanjaya, 2016). One of the learning media is able to provide concrete things, for instance the video for building their independence. Through videos, children can observe daily routines in schools.

The term video originated from a Latin word, *vidi* or *visum*, which means seeing or having visual power. It provides one of the resources to transfer information in a direct and an interesting way. It is the most meaningful media compared to others such as pictures, sound, and others. According to Munir, video is defined as the technology of capturing, recording, processing, storing, transferring, and reconstructing sequences of still images by presenting moving scenes electronically (Munir, 2012). They are moving images. If objects in animations are man-made, objects in videos are real ones.

Daily Routine Activity Videos are videos containing daily activities children do at school, starting from coming to school in the morning until leaving the school for home. The content is taken from children's daily life in school, things that will be easily understood and memorized from their own habits. It was recorded by videos, feels more real and can indeed be found in daily life.

II.METHODS

The research employed a quasi-experimental method with the pretest-posttest control group design. It involved two groups, namely the experimental and the control groups. The experimental group was taught with the Daily Routine Videos in the teaching and learning, whereas the control group was taught with a classical instruction.

Table 1. The pretest-posttest control group design

Group	Pre-Test	Treatment	Post-Test
Experimental	O1	X	O2
Control	O3		O4

Notes:
O_1 : Pre-test of experimental group
O_2 : Post-test of experimental group
O_3 : Pre-test of control group
O_4 : Post-test of control group
X   : Daily Routine Videos

The research participants were 26 children at Kartika XIX-34 class A with an age range of 4-5 years old. The A1 class served as the experimental group, and the A2 as the control group. The experimental group, got the treatment by using Daily Routine Activity Video and the control group did not get the treatment or with a classical instruction.

To collect data, a rating scale of independence was used during the pre-test and post-test of both the experimental and control groups.

Data were analyzed with the paired sample *t*-test to find out whether the use of Daily Routine Activity Videos had any influence on early childhood's independence, and independent sample *t*-test to find the difference in the independence of the early childhood in the experimental and control groups.

Prior to the analysis, normality and homogeneity tests were carried out. The former was done with Kolmogorov Smirnov test, whereas the latter with Levene test. For time efficiency, the normality and homogeneity tests were conducted with the assistance of SPSS 25.

III. RESULTS AND DISCUSSION

A quantitative analysis was done to find whether the use of Daily Routine Activity Videos had any influence on early childhood's independence, namely by comparing two sets of data for the pre-test and post-test of the experimental group. The normality test is a requirement to do a comparison test.

Table 2. Results of Normality Test for the pretest and post-test data of the experimental and control groups

	Kolmogorov-Smirnov Sig.	Note
Experimental Group's Pre-test	.200	Sig > 0.05 (data normally distributed)
Experimental Group's Posttest	.200	Sig > 0.05 (data normally distributed)
Control Group's Pretest	.200	Sig > 0.05 (data normally distributed)
Control Group's Posttest	.200	Sig > 0.05 (data normally distributed)

Normality of data can be seen from the Kolmogorov-Smirnov sig. value. Data with a sig. value of > 0.05 are categorized as normally distributed. As can be seen from Table 2, the sig. values of the experimental group's pre-test and post-test data were .200 and .200, respectively, meaning that both values were greater than 0.05; hence, the data were normally distributed. Next, paired sample t-test was done to find whether the use of Daily Routine Activity Videos had any influence on the early childhood's independence.

Table 3. Results of paired sample t-Test for the pretest and post-test of the experimental and control groups

	Sig. (2-tailed)	Note
Pretest of the Experimental Group	.000	Sig. (2-tailed) 0.000< 0.05
Post-test of the Experimental Group		
Pretest of the Control Group	.000	Sig. (2-tailed)
Post-test of the Control Group		0.000< 0.05

Table 3 displays the results of paired samples t-test, with sig (2-*tailed*) value of 0.000< 0.05. Based on this result, H0 was rejected, and H_1 was accepted. Thus, it can be inferred that the use of Daily Routine Activity Videos had an influence on the early childhood's independence.

Stevenson explains that learning and independence are interrelated, independence is learned by children in a cultural context through negotiation between adults (e.g. parents and teachers) and children in the process of planning, action and reflection (Stevenson, 2017). Furthermore, Muhammad Surya explains that teaching and learning is a process an individual goes through to get new behaviors holistically, as a result of his/her own experience in interacting with the environment (as cited in Mukhtar, 2016). Based on this argument, it can be said that independence is a result of teaching and learning process. Changes in behaviors, in this regard, can be seen from how children change from being dependent to independent.

Teaching and learning is closely linked to the media used. Instructional media are vehicles to convey educational messages to get children closer to the real-life situations (Sanjaya, 2016). Interesting and properly targeted media packaging becomes the determining factor in the success of improving early childhood's independence. In line with the technological advancement and industrial revolution 4.0, the use of technology-based learning media becomes a necessity for early childhood's teaching and learning. One of the examples of media that can provide concrete examples for early childhood's independence is video.

Good image quality with sufficient duration is expected to attract children's interest. Independent behaviors can be readily observed by children in the videos. Then, simple language should also be used according to the linguistic development of 4 to 5-year-old children to ensure ease of the early childhood's understanding. Through Daily Routine Activity Videos, children can learn about the morning routines in school, so that they can do the activities independently, and can subsequently improve their independence.

To find out the difference in the independence between the children who were taught with the Daily Routine Activity Video and those with a classical instruction, homogeneity test was first carried out. The test was ≤ 0.05, so that H0 was rejected. The result means that there was a difference in aimed to find whether the data were homogeneous or not.

Table 4. Results of homogeneity test for the pretest and post-test data of the experimental and control groups

Post-test of the Experimental and Control Groups	Sig (2-tailed)	Note
	.000	There was a difference

As shown by Table 4, the Sig. value obtained was .291 with the value of Levene Statistic of 1.282. The criterion for homogeneity test is that if the sig. value > 0.05, then the data were homogeneous. It can be inferred that the pretest and posttest data of the experimental and control groups were homogeneous. Once it was determined that the data were homogeneous, independent sample t- test was conducted.

Table 5 Results of Independent Samples t-Test for the post-test data of the experimental and control groups

Levene Statistic	Sig.	Note
1.282	.291	.291>0.05 **Data were homogeneous**

As demonstrated by Table 5, the value of sig. (2-tailed) was .000. Based on the decision-making criterion, Sig. (2-tailed) the independence of early childhood who were taught with the Daily Routine Activity Videos and those taught with conventional methods.

In the experimental group, the researcher implemented the Daily Routine Activity Videos, while the control group was taught with a classical instruction. Each of the groups had six meetings. In the experimental group, the children watched videos containing daily activities in school. The videos had 2 to 3-minute duration, and one video was played for each day. Once

the children finished watching the Daily Routine Activity Video, the teacher asked them some questions and discussed the video.

The Daily Routine Activity Videos shown in the experimental group were designed based on the dimensions of independence, including problem-solving, endurance in face of problems, and initiative. The dimensions were further translated into indicators that were subsequently made the themes of the videos.

Different from the experimental group that used videos, the daily activities in school were communicated verbally by the teacher to the students in the control group. The conversation on daily routines in school was done in the opening of the class, with a duration of less than five minutes.

Teachers in school can improve early childhood's independence by providing them concrete examples of independent behaviors. The examples can be given to the early childhood not only by modeling the behaviors but also by using learning media. Through the use of Daily Routine Activity Videos as learning media, concrete examples of daily activities in schools can be observed by children. This method is different from the one given in the control group that implemented the a classical instruction through conversation rather than concrete examples. As put forward by John Piaget, children of the age of 2-7 years are at the stage of pre-operational cognitive development. At this stage, children will begin to understand the world through words and images (as cited in Santrock, 2009). The videos, combining images and words in one medium, are suitable for children at the pre-operational development stage.

Through videos, children not only can see moving images, but they also can hear sound that explains the moving images. Through Daily Routine Activity Videos, children will not only use their hearing to understand the school routines, but they will also use their vision while watching the videos. Hence, teaching and learning will be more meaningful if the media used can optimize children's senses in teaching and learning (Fadhli, 2016)

IV.   CONCLUSION AND RECOMMENDATION

The use of Daily Routine Activity Videos had a significant impact on the early childhood's independence in this research. On the other hand, there was a difference in the independence of the children in the experimental group taught by using Daily Routine Activity Videos from those in the control group who taught with a classical instruction. Hence, the independence of early childhood treated with Daily Routine Activity Videos was better than those who taught with a classical instruction.

V. ACKNOWLEDGMENTS

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